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ABSTRACT

Representatives of six Appalachian states and of various relevant constituencies identified barriers to adult participation in postsecondary education in their region and strategies for removal of those barriers. An extensive review of the literature and committee member reports and surveys suggested policy, dispositional, situational, and institutional barriers. Many barriers to adult education in general were also barriers to rural adult learners: cost, lack of child care and transportation, inflexible scheduling, lack of information, and restrictions on financial support. Major rural impediments to adult participation were the absence of a cultural appreciation of education's value, compounded by the Appalachian sense of fatalism; and poor high school preparation for postsecondary learning. Other regional barriers included the problem of enrollment driven funding formulas in sparsely populated areas, poor roads, long commuting distances, and lack of employment opportunities upon completion. Central to all barriers was the lack of public awareness of rural issues and lack of legislative support for rural concerns. Committee members agreed that state intervention is probably essential for social equity. They recommended that an Appalachian rural education center be established to conduct research; cultivate the support of public officials; encourage local, state, and regional cooperation; and generally focus attention on and advocate for the needs of rural adult learners. Contains 7 references. (Author/SV)

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BARRIERS TO RURAL ADULT EDUCATION

A Report of the Appalachian Regional Steering Committee

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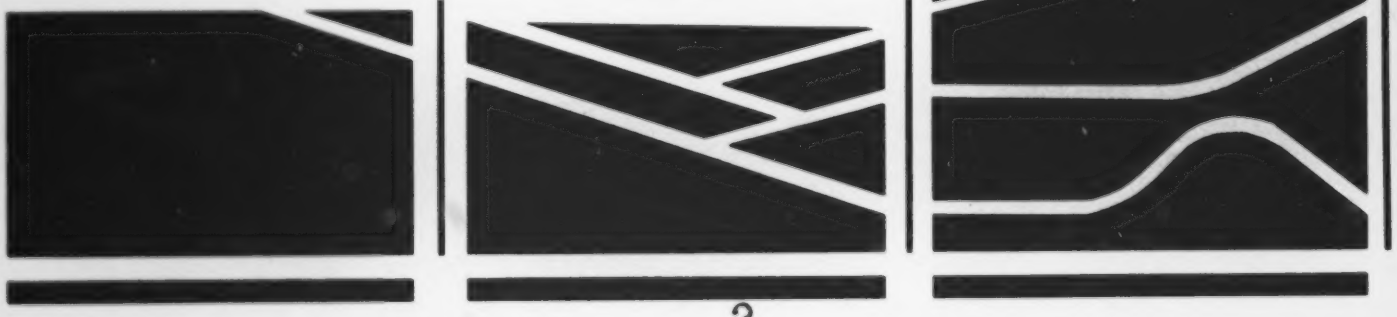

Report from
The Appalachian Regional Steering Committee
on
Rural Postsecondary Education

August 1, 1986

Virginia Polytechnic Institute and State University
Blacksburg, Virginia

A Subcontract of the Action Agenda for Postsecondary
Rural Education Project
Kansas State University

W. Robert Sullins & Daniel E. Vogler Co-Directors
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REPORT FROM THE

APPALACHIAN REGIONAL STEERING COMMITTEE ON

RURAL POSTSECONDARY EDUCATION

EXECUTIVE SUMMARY

Introduction

Rural adults participate in postsecondary education at a lower rate than their urban and suburban counterparts. The reasons for their lack of participation are many and varied but often are due to barriers that may be avoidable. The Appalachian Regional Initiative was funded as a subcontract of the Action Agenda for Postsecondary Rural Education to identify barriers to participation and strategies for removal of those barriers that are particularly applicable in the six-state Appalachian region.

Members of a steering committee composed of representatives of the six states and of various constituencies involved with rural adult postsecondary education, studied applicable literature, investigated specific problems and issues in their regions, and worked together to identify the most pertinent and pressing barriers that inhibit rural adult participation in postsecondary education in the region. Then, for those barriers with potential for removal, committee members proposed actions that might be taken by states and community leaders, institutional leaders, and adult students themselves, to overcome the hinderances to participation.

Policy Barriers

Recognition was given to the fact that education is a state responsibility, there has been an erosion in rural legislative influence, there is increased competition between rural and urban areas for funds, and there is no recognized formal organization to serve as advocate for rural interests. To address these issues, the committee recommended that an Appalachian rural education center be established to provide a leadership base for the promotion of rural postsecondary education. It was further recommended that the center conduct research to identify specific educational needs, work to identify elected and appointed officials with rural constituencies and cultivate their coordinated support for rural postsecondary education initiatives, and encourage state and regional cooperation to enhance rural educational opportunities for adults.

Dispositional Barriers

The committee recognized that postsecondary education is built upon secondary education systems that vary in quality, parental influences that are sometimes positive and sometimes negative, varying degrees of taxpayer support, the effects of level of educational attainment of family members,various levels of peer and community support, and the economic climate of the area. To increase participation in postsecondary education by rural adults and to facilitate the empowerment process, the committee recommended that the proposed rural education center work with leaders in rural areas to conduct a public relations campaign promoting equal educational opportunity for rural adults. For those adults expressing an interest in participating in postsecondary education, the committee recommended that communities establish peer support groups and that educational institutions provide career planning activities, establish orientation programs, and develop non-punitive grading systems to reduce the fear expressed by many adults who return to education. The committee further recommended that educational institutions explore alternative delivery systems to increase access to courses and programs.

To address the fatalism endemic in the Appalachian culture, the committee recommended strategies designed to encourage rural adults to speak on their own behalf and to develop a sense of future for their area by establishing an economic base in their communities. The committee recommended that the proposed rural education center assist communities in contacting local opinion leaders and organizing their activities for the purpose of identifying educational deficiencies, training other individuals to become involved in community development activities, and forming coalitions with other communities to influence legislators, identify and obtain outside resources, and maximize visibility for the entire area.

Situational Barriers

The committee found that some strategies designed to alleviate dispositional barriers also alleviated certain situational barriers. Other situational barriers, including a need for child care and for transportation, could be addressed through leadership from the proposed rural education center. The center should coordinate lobbying efforts to gain legislation to allow deductions for the costs of transportation and child care and eliminate penalties for use of food stamps or other public assistance programs. Other lobbying efforts should be made on behalf of reduced student-paid costs for public postsecondary education and to improve the present student aid system. Other strategies call for institutions to form cooperative agreements with public schools or other institutions to increase access to transportation to college campuses and centers.

Institutional Barriers

To alleviate institutional barriers not addressed in other strategies, the committee focused on inter-agency cooperation and on fostering partnerships. The committee recommended that the proposed rural education center identify, publicize, and promote model cooperative partnerships among agencies at all levels. The committee further recommended that the center assist in establishing ties between education and the private sector, develop contract agreements with individual industries for specific programs, aid in reconciling policy inconsistencies between and among institutions, and provide leadership for establishing ties between institutional accountability for cooperation and institutional funding.

Barriers which were specific to individual institutions included inflexibility of scheduling, lack of remedial courses, failure to adequately publicize programs and services, and inadequate use of technology. Remedies suggested by the committee included a call for research by the center to identify successful scheduling models and to identify technology that might be utilized to increase access to rural areas. The center should publicize the results of this research through journals and conference proceedings. The committee also recommended that individual institutions provide incentives to faculty members to encourage their serving rural students.

Conclusions

The committee concluded that there was a lack of public awareness of rural postsecondary education issues and a lack of legislative support for rural concerns. This lack of awareness and support is certain to increase the educational gap between rural adults and their urban counterparts. Though other agencies, institutions, or coalitions might become advocates for the needs of the rural adult learner, it is the committee's belief that the formation of a rural postsecondary education center is the most effective means to focus attention and gain support for the educational needs of the rural adult. However, if such a center is not created, the substantive recommendations for action presented by this committee should be implemented by institutional, community, and state leaders, working independently or cooperatively, as advocates for rural adults.

Introduction

"Always in the rural south, the prospect is the same: hard times getting harder" (Morgan, 1986). As Toffler warned in his 1971 book, Future Shock, change is constant and accelerating. Nowhere is this change more pronounced than in the rural south. Conclusions of research undertaken by MDC Inc. of Chapel Hill, North Carolina (1986) indicated the following statistics:

* more than 95,000 textile jobs and 16,000 jobs in the apparel industry have been lost in the Southeast since 1980, the vast majority from rural areas.

* new jobs in the South are being added nearly twice as fast in metropolitan areas as in rural areas.

* at the same time the rural South has endured these hardships, federal support for rural economic development has been sharply reduced, and many programs now face elimination. Budget cuts...have cost state and local governments in the South a cumulative $20 billion since 1980.

* all of these economic shocks are occurring in what is already the nation's poorest region. Despite the gains in the 1960's and 1970's, per capita income in the rural South was still less than three-fourths the national average in 1980....Meanwhile, unemployment rates in the rural South are now 37 percent above the national average. (p.6).

These MDC researchers further noted that the rural South has long been among the most poorly educated regions in the country, with only half of the adults 25 and over holding high school diplomas and only 10 percent holding college degrees. Noting this same phenomena, Cross and McCartan (1984) were prompted to warn that "...states with well-educated citizens are likely to pull ahead of states where adults' educational attainment is lower, thereby increasing economic and educational inequities between states and regions of the country" (p.35).

Lick (1985) suggested that the nation lacks a sense of "rural" awareness and that this lack of awareness "... has led to assignment of inadequate attention and resources to rural education," (p. 6). He also noted that rural America suffers from an image problem stemming from the perception that ". . . 'rural' often connotes a lack of ability, of culture, or of other qualities rather than a viable alternative to an urban setting" (p. 5).

In most measures of economic growth and development and educational attainment, the region is at the very bottom of the scale. Without extensive assistance it is unlikely that the most depressed areas of the region can pull themselves from the depressing state they have occupied for generations. Federal attention, most notably through the Appalachian Regional Commission, has been directed to improvements in myriad facets of Appalachian life including funds for economic development and educational programs and facilities. Gains have been noted but much remains to be done.

It was within this context that researchers at Virginia Polytechnic Institute and State University responded to the Action Agenda for Postsecondary Rural Education initiative sponsored by Kansas State University that was designed to bring about reform, innovation and improvement of rural learner access to postsecondary education. This initiative also was designed to support indirectly efforts in rural economic development, for as Deaton (1986) noted, "education is an investment in human capital and yields a high rate of return in terms of increased earnings, greater employment security, wider range of job choices, as well as increased control over one's destiny" (p.2).

An Appalachian Regional Steering Committee was established with membership from six states: Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. Members were selected to represent various constituencies including community colleges, universities, adult learners, private industries, community members, and policy makers, as well as their geographic regions.

At the first meeting, held on March 25 - 26, 1986 in Blacksburg, Virginia, the committee worked to identify important issues surrounding rural postsecondary education. Special emphasis was given to the wide array of barriers to adult participation in postsecondary programs. Committee members presented status reports related to rural education from the perspectives of their designated states and constituencies. Following the prepared presentations, discussions and brainstorming were utilized to define the range of issues or barriers affecting rural adult education in the Appalachian

region. The barriers were then classified using a modification of the Cross and McCartan (1984) taxonomy and members were asked to establish a priority order to the barriers.

Following the first meeting, a Likert-type scale was developed and sent to committee members who were asked to rate the barriers from 1 (no barrier) to 4 (major barrier). The results of this rating formed the basis for discussion at the second meeting, of strategies which might be useful in eliminating barriers.

The second meeting of the steering committee was held on May 13 - 14 in Bristol, Tennessee. The focus of this second meeting was on the resolution of barriers which were found to have the highest priority and which were amenable to resolution. This culminating activity became the foundation for the Appalachian priority-needs statement to be presented at the National Invitational Meeting in September, 1986.

Methods

Project staff members conducted an extensive review of literature appropriate to the goals of the project and selected especially pertinent materials to be sent to committee members for their study prior to formal meetings. Members were asked to prepare reports on the status of rural adult participation in postsecondary education from the perspectives of the state and constituencies they represented. Reports of the committee members to the committee as a whole provided an excellent foundation for the remainder of the work by the committee to identify barriers to participation and strategies for removal of

those barriers. Included were discussions of special initiatives on adult literacy, roles of various components of higher education in adult education, increased emphasis on education for economic development, and myriad other topics appropriate to the project goals.

Subsequent sessions of the committee built upon the foundation developed at the initial session to identify specific barriers to participation, ranking of those barriers according to the extent to which committee members thought they were important and the degree to which they were capable of being removed or at least moderated, and determination of strategies for action that might be undertaken by individuals, institutions, agencies, governmental bodies and others to increase the opportunity for rural adult participation in postsecondary education.

Barriers to Rural Postsecondary Education: A Review of the Literature

Several writers have attempted to identify the barriers rural adults face in their quest for postsecondary education. Though Lick (1985) did not endeavor to classify barriers to rural education in his work prepared for the U. S. Department of Education, he did identify some problems of rural schools in general that apply to postsecondary institutions as well. Among the barriers to rural education were: extensive distance to be traveled with associated costs to be born; isolation and its concomitant dearth of cultural resources; inability to finance expensive support systems such as laboratories, libraries and specialized equipment; higher per-student costs than urban areas;

higher poverty levels of potential students; and the pervasive lack of adequate financial resources.

In 1986 Charner and Fraser examined the barriers to adult education by summarizing local or state-based studies which had been done in an attempt to identify these barriers. These writers classified the barriers as "situational, social-psychological, and structural." Situational barriers were those associated with an individual's family status, occupation, or social group and included the following: costs, lack of time, age, prior educational attainment, home responsibilities, job responsibilities, occupational status, and level of income. The most important barriers in this category were costs, lack of time, age, and level of education.

The social-psychological barriers were associated with the attitudes and self-perceptions of potential students as well as to the influence that family and friends exert on their behavior. This category included the following barriers: lack of confidence in ability, feeling too old, low self-concept, tired of school, lack of interest, family or friends don't like the idea, and hesitate to seem too ambitious. Charner and Fraser note that few adults actually report social-psychological factors as barriers to education when compared to situational factors. But they caution that it is more socially acceptable to report situational barriers than to concede that there are social-psychological barriers to education. They also remind the reader that those adults who are most apt to be deterred by social-psychological barriers are the ones least likely to repond to barrier questions. The result may be a biased perception of

the significance of the social-psychological barriers to adult education.

The third category defined by Charner and Fraser, identified as situational barriers, include policies and practices of institutions which serve to deter participation in learning activities. The situational category is comprised of the following factors: course scheduling, work schedule, lack of transportation, inconvenient location of courses, lack of relevant courses, financial support restrictions, too long to complete program, don't want to go full-time, too much red tape, lack of information on courses, lack of information on support assistance, and inadequate counseling. The most significant barriers within this category were found to be location, scheduling, and lack of courses. These writers suggest that the research cited might under report the significance "lack of information" may be as a barrier in that lack of information about the options that do exist may cause adults to identify structural problems which could be resolved through sufficient information.

Following their summary of the barriers to adult participation in educational activities, Charner and Fraser conclude that it is those adults who are already well educated, who are employed, who have higher incomes and higher occupational status, who have the highest participation rates in adult education programs. This finding leads the writers to the ominous observation that:

> The patterns of adult participation in education . . . suggest that the education/training system is not adequately serving the . . . needs of those adults in most need. In fact, if those adults who do participate meet their objectives, then the gap between the "haves" (who tend to be participants) and the "have nots" (who tend to be non-participants) will widen . . . (p. 69).

It was the 1984 Cross and McCartan report that became the basis on which the Appalachian Steering Committee organized its deliberations. These authors classified barriers to adult education into three categories: situational, institutional, and dispositional. The situational barriers were similar to those identified by Charner and Fraser (1986) and associated with an individual's family status, occupation, or social group. Both reports cited costs, lack of time, home responsibilities, and job responsibilities as situational barriers. Cross and McCartan found that "no child care" and "no place to study or practice" were additional situational barriers. They placed "friends or family don't like the idea" in this category, while Charner and Fraser classified this barrier as social-psychological.

Cross and McCartan's second category, institutional barriers, was similar to the structural barriers classification identified by Charner and Fraser and related to the policies and practices of organizations which serve to exclude adults from participating in educational activities. Both reports include in their list of barriers: course scheduling, too much time to complete program, don't want to go full-time, too much red tape,

and lack of information. Cross and McCartan added "strict attendance requirements," "don't meet requirements to begin program," and "no way to get credit or degree," to the list of institutional barriers.

The third Cross and McCartan classification, dispositional barriers, had some properties found in Charner and Fraser's social-psychological category including: feeling too old, lack of confidence in ability, tired of school, lack of interest, and hesitate to seem too ambitious. The Cross and McCartan report included "not enough energy and stamina," and "don't enjoy studying" to their list of barriers, while Charner and Fraser identified "low self-concept" as one of the social-psychological barriers. Given that Charner and Fraser often cited earlier work done by Cross in their report, these similarities in their findings are not surprising. That both reports reach similar conclusions is also not surprising. The Cross and McCartan equally ominous observation is that:

> The evidence suggests that adults with high levels of education are more interested in education than their less well-educated peers, that they are more articulate and effective in expressing their demands for education, and that through their participation they create a climate of acceptance for adult learning that becomes contagious. Thus, states with well-educated citizens are likely to pull ahead of states where adults' educational attainment is lower, thereby increasing economic and educational inequities between states and regions of the country. (p. 35)

From this perspective the Appalachian Rural Education Steering Committee set about its task of identifying barriers to adult participation in postsecondary education.

Appalachian Findings

During its first meeting, the Appalachian Steering Committee agreed to use the three barrier/classifications identified by Cross and McCartan as deterrents to educational participation: dispositional, situational, and institutional. The committee added a fourth category, policy, to emphasize the significance of barriers that are imposed through otherwise benign policy decisions.

Using brainstorming techniques, committee members were asked to identify barriers to rural postsecondary education and to reach group consensus as to how each barrier was to be classified.

The committee found that the most important policy barriers were those related to the lack of public awareness of the problems associated with the provision of educational services to rural adults. These barriers included a lack of legislative support for rural education, absence of public empathy, inability to attract "local funds" and partnership initiatives, and lack of consensus among agencies and resources to focus on rural problems. Another important barrier which the committee classified as a policy barrier was the poor quality of secondary education in the area. Committee members felt that this barrier prevented many adults from seeking to enter postsecondary programs and others from succeeding when they did enroll. Much

discussion was also devoted to the barriers created by enrollment-driven funding formulas and the lack of sufficient population in rural areas to support classes.

With regard to dispositional barriers, committee members identified the most serious of these as the faulty perception among rural adults of the lack of a direct relationship between education and employment. The other barriers in this category were in some way related to this faulty perception including the low value placed on education by family, peers, and the community in general.

The situational barriers seen as most significant were the absence of support services and failure to employ available technology to deliver educational programs. Poor road systems and long commuting distances were discussed as were the scarcity of local employment opportunities and the sense of fatalism that pervades rural Appalachian communities. Lack of funds and time were also mentioned but were not seen as major barriers.

The absence of collaboration between schools, colleges and area service agencies and the offering of too few non-credit classes were seen as the most significant institutional barriers. Other barriers discussed at some length included inflexibility of faculty and course schedules, limited availability of remedial courses, poor attitudes toward the adult learner, a dearth of research on rural areas, competition among institutions, failure to publicize programs and services, prohibitive entrance and retention requirements, and lack of breadth and comprehensiveness in programs.

These barriers identified at the first meeting were then arranged on a scale and sent to committee members who were asked to rank each barrier from 1 (no barrier) to 4 (major barrier). This collective ranking served to focus the second meeting on identification of strategies which might be useful in eliminating the barriers that were viewed as most critical to improvement of participation.

Strategies for Eliminating Barriers

The second meeting of the Appalachian Rural Education Steering Committee was held in Bristol, Tennessee on May 13 - 14, 1986. Because there were only minor changes in the original rankings of the importance of the barriers, the members were able to focus immediately on strategies for the elimination of the barriers.

Policy Barriers

Recognition was given to the fact that education is a state responsibility, there has been an erosion in rural legislative strength in recent years, there is competition between rural and urban areas for scarce dollars, and there is no recognized formal organization to serve as an advocate for rural interests. To address these issues, the committee recommended a regional center be established to provide leadership in the promotion of rural postsecondary education and to accomplish the following objectives:

1. Conduct research to identify rural priority needs
2. Identify elected and appointed officials with rural constituencies and pursue their support
3. Form state and regional coalitions

Dispositional Barriers

The committee recognized that postsecondary education is built upon secondary education systems that vary in quality, parental influences that are sometimes positive and sometimes negative, varying degrees of taxpayer support, the effects of level of educational attainment of family members, various levels of peer and community support, and the economic climate of the area. To increase participation in postsecondary education by rural adults and to facilitate the empowerment process, the committee recommended that the proposed rural education center work with leaders in rural areas to accomplish the following:

1. Conduct a public relations campaign promoting equal opportunity for rural adults
2. Encourage institutions to establish peer support groups, provide career planning activities, establish orientation programs, and develop non-punitive grading systems
3. Research and disseminate information on alternative delivery systems

To address the fatalism endemic in the Appalachian culture, the committee recommended strategies designed to encourage rural adults to speak on their own behalf and to develop a sense of

future by establishing an economic base in their communities. Among these strategies to be employed by the proposed center were:

1. Identify community opinion leaders and obtain a commitment from these leaders to work together to identify educational deficiencies of the rural adult
2. Prepare leaders to train others to become involved in community development activities
3. Form community coalitions who will influence legislators as well as identify and obtain outside resources
4. Utilize every possible means to obtain visibility for the area

Situational Barriers

The committee found that many of the situational barriers such as lack of support services and the use of technology had been addressed with the strategies designed to alleviate dispositional barriers. Other situational barriers, to be addressed by the proposed center, involve the following strategies.

1. Lobby for legislation to allow deductions for the costs of transportation and child care so as not to penalize those on public assistance
2. Form cooperative agreements with public schools for joint use of buses or establish college transportation systems

3. Lobby for reduced student-paid cost for public post-secondary education and to improve the present student aid system

Institutional Barriers

The institutional barriers not resolved through recommended policy changes involved those issues regarding cooperative efforts among institutions and those issues which were institution-specific. To increase inter-agency cooperation and to foster partnerships, the committee recommended the proposed center employ the following strategies:

1. Identify and publicize model cooperative/partnerships
2. Develop cooperative/partnership agreements between and among agencies at all levels
3. Establish ties between education and the private sector
4. Develop contract agreements with specific industries for specific programs
5. Reconcile policy inconsistencies between and among institutions and agencies
6. Establish a tie between institutional accountability for cooperation and institutional funding

Barriers specific to individual institutions include inflexibility of scheduling, lack of remedial courses, failure to adequately publicize their programs and services, and inadequate use of technology. These barriers could be remedied with the assistance of the proposed center by using the following strategies:

1. Research and identify successful scheduling models; publicize these models through journals and conference proceedings

2. Provide incentives to individual faculty and to institutions to encourage their serving rural students

3. Capitalize on existing technology such as satellite systems and cable television to provide access to rural areas

Conclusions

In many ways the committee's work confirmed the reports by Charner and Fraser (1986) and by Cross and McCartan (1984) who identified barriers to adult postsecondary education in general. The committee found that many barriers to adult education in general were also barriers to rural adult learners. Cost, lack of child care, lack of transportation, inflexible scheduling, lack of information, and financial support restrictions were all found to be barriers to rural adult participation in postsecondary education. Some differences with earlier reports did emerge from the committee's deliberations.

There was a consensus that one of the major barriers to rural adult participation in postsecondary education was the absence of a cultural appreciation of the value of education and that this lack of appreciation was compounded by the Appalachian sense of fatalism. Another barrier identified by the committee may have been inferred in the earlier reports, but was singled

out as a major impediment by the committee. That major barrier was the inadequate preparation for postsecondary learning. The secondary schools in the region consistently report lower scores on all measurements than the national average (Deaton 1986). Students in the region are poorly prepared for college work and either do not enroll, or risk failure if they do enroll.

The committee also found that enrollment-driven funding formulas limited access to postsecondary education in sparsely populated areas. Other regional barriers included poor road systems, long commuting distances, lack of employment opportunities upon completion, and competition among and between institutions. Central to all of the barriers was the lack of public awareness of rural issues and lack of legislative support for rural concerns. Among the members of the committee there was a consensus of agreement with Cross and McCartan (1984) that:

> . . . state intervention is probably essential for social equity. Left to themselves, entrepreneurial providers (which include colleges and universities these days) will target both their programs and their informational efforts to paying, motivated customers who tend to be well-educated people with good jobs. Doing so will most certainly increase the educational gap between the haves and have-nots. (p.45)

As Deaton (1986) argued, providing for rural education is a natural evolution of our nation's value/ethical commitment to the concept of social justice. Until the nation is made aware of the rural condition with regard to education, existing deficiencies will continue unabated.

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APPENDIX A

APPALACHIAN REGION

Rural Action Agenda Project
Committee members

Name	Agency/Region
James H. Cox, Director Institutional Research Southern West Virginia Community College Logan/Williamson, WV 25601	Community college/West Virginia
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BRAINSTORMING RESULTS

These are the barriers to rural adult education identified in our first meeting. Now that you have had time to consider these barriers, please indicate the rank from 1 (No Barrier) to 4 (Major Barrier) beside each barrier. Add any additional barriers which may have occurred to you after the meeting. Return in the enclosed envelope.

	MAJOR BARRIER	SIGNIFICANT BARRIER	MINOR BARRIER	NO BARRIER
Policy/Other				
Lack of legislative support (rural vs. urban)	4	3	2	1
Absence of public empathy	4	3	2	1
Inability to attract "local funds" and partnership intitiatives	4	3	2	1
Poor quality secondary education	4	3	2	1
Lack of consensus from agencies and resources to focus on rural problems	4	3	2	1
Lack of community leader development	4	3	2	1
Lack of sufficient population in rural areas to support classes	4	3	2	1
Perception of rural postsecondary education not being as cost-effective as urban	4	3	2	1
Lack of a system to reallocate resources (surplus property)	4	3	2	1
Lack of cooperation among institutions and agencies	4	3	2	1
Dispositional				
Faulty perception of the relationship between education and jobs	4	3	2	1
Low value placed by community on education	4	3	2	1
Tendency to seek immediate gratification	4	3	2	1
Negative peer/family pressure	4	3	2	1

Fear of failure	4	3	2	1
Parental influences (education levels/attitudes)	4	3	2	1
Situational				
Lack of support services (child care, resources)	4	3	2	1
No use being made of technology to deliver education program	4	3	2	1
Lack of funds to attend school	4	3	2	1
Poor road system (Transportation)	4	3	2	1
Absence of local employment opportunity after education	4	3	2	1
Lack of sense of future in rural areas	4	3	2	1
Lack of time (compounded by commuting distances)	4	3	2	1
Institutional				
Lack of collaboration with other service agencies	4	3	2	1
Lack of non-credit classes	4	3	2	1
Inflexibility of faculty and schedule	4	3	2	1
Low level of trust by the bureaucracy in grass roots planning and legimitization	4	3	2	1
Lack of remedial courses	4	3	2	1
Attitudes toward learner that fail to address individual needs	4	3	2	1
Lack of encouragement of the faculty to do service/research in rural areas	4	3	2	1
Failure to keep up with changing society	4	3	2	1
Lack of training in goal setting	4	3	2	1
Lack of local control	4	3	2	1
Turfism within/among institutions	4	3	2	1

Failure to adequately publicize existing programs and support services	4	3	2	1
Prohibitive entrance and retention requirements	4	3	2	1
Lack of breadth and comprehensiveness of programs	4	3	2	1
Lack of quality adjunct faculty	4	3	2	1
Rigidity of accreditation mandates	4	3	2	1

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